

# Magnolia Magnet Journey Map Sample-Goal 1

Magnolia Magnet Model School		
Communication	2020-2021	2021-2022
<b>MWS Member Action Plan</b>	<p><b>Essential Goal:</b> Develop systems &amp; procedures to communicate the school's &amp; teacher's instructional efforts through the arts.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will include one arts integrated activity in the classroom newsletter per term.</li> <li>2. Evidence and product of integrated lessons will be on display both in the hallway and on the classroom's web page and rotated a minimum of once per term.</li> <li>3. Display winners will be featured within the administrator's reporting procedures (Board Meeting, PTO Meeting, Etc.).</li> </ol>	<p><b>Essential Goal:</b> Develop systems &amp; procedures to communicate the school's &amp; teacher's instructional efforts through the arts.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will include two arts integrated activities in the classroom newsletter per term.</li> <li>2. Evidence and product of integrated lessons will be on display both in the hallway and on the classroom's web page and rotated twice per term.</li> <li>3. Display winners will be featured within the administrator's reporting procedures (Morning Muse, Principal Praise Points, Board Meeting, PTO Meeting, Etc.).</li> <li>4. Create a hallway display minimum requirement checklist.</li> <li>5. Form a display judging panel.</li> <li>6. Collaborate with grade level teams and art committee to develop a plan to design and build permanent displays.</li> </ol>
<b>Successes &amp; Struggles (January)</b>	<p>Every teacher participated in the arts integration display competition. Teachers enjoyed recognition and awards. Struggling with accountability for classroom newsletter and depth of information within them - need system and formatting in place. Principal Praise Points included arts integration efforts within all official meetings and are initiating curiosity. Display components vary and some do not contain both sets of standards. Morale is improving.</p>	

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<p><b>What we accomplished (April/May)</b></p>	<p>Every teacher participated in the lesson display competition each term. Descriptions of the lessons &amp; images of the product were posted on teacher web pages. Awards &amp; Images were included within the Principal's Praise Points within morning assembly events each term, official meetings &amp; online. Teachers are required to turn in a copy of the newsletter each term and grade level arts team representatives are dividing the workload. Judging the displays is taking time away from arts team planning sessions and consistency for judging has become a problem. Team representatives are struggling to get copies of the newsletters in a timely manner and are finding that most are not clearly connected, or the team is using the same summary for each classroom.</p>	
<p><b>Next Steps (May Reporting)</b></p>	<p>Every teacher participated in the display competition. Teachers enjoyed recognition and awards. Display components vary and some do not contain both sets of standards. Need to develop a checklist or set system for the displays and newsletters to clearly communicate the depth of the work. Need a rotating judging panel (include some parents) to lessen the load on the arts team with some form of incentive.</p>	
<p><b>Other Important Documentation</b></p>	<p>Web page and printed material contains new arts integration &amp; MWS information each term. Classroom displays are rotated once a term &amp; best display awards are recognized by the principal during announcements, special events, within praise points shared on social media, and in specific meetings.</p>	